

## K-6 Visual Arts Scope and Sequence Chart

Understanding and Skill development is seldom on grade level for a class or for individuals within a class. Below are the suggested target understandings and skills for each grade level. If you find that your students are not performing at the indicated level then review as many of the skills and related understanding contained in the levels above as necessary to bring them to grade level ability.

	<b>Making Art and Expressing Meaning in Art</b>  <b>Students improve their art making skills and express ideas, celebrate events, decorate their environment, and explore their imaginations through their art.</b>	<b>Appreciating and Decoding Meaning in Art</b>  <b>Students analyze art by its elements and principles, learn to evaluate its significance, consider its context, and explore how it can assist and enrich their lives and educational endeavors.</b>
<b>K</b>	Use the five senses as a subject and as a means of discovery in making art. Use scissors and glue/paste shapes to background.	Tell stories about artworks. Organize colors into primaries and color families.
<b>1</b>	Express emotions and mood by including facial expressions in art works. Express emotions and mood through color combinations in art works. Demonstrate size by placing large and small objects side by side in works of art.	Practice blocking-in, stick figures, gestures, and triangulation as attack skills in making art. Mix primaries colors to create secondary colors. Change the value of colors by mixing black and white into them. Sculpt with any medium.
<b>2</b>	Express warm and cool ideas and things through warm and cool colors. Use an event important to the students as a subject. Create landscapes that show depth by overlapping. Display some textures in landscapes.	Create art that has a use such as a vase, pencil holder, etc. Consider why artworks are grouped in a museum. Discuss why artists used warm and cool colors.
<b>3</b>	Create cast shadows that fall opposite the source of light. Sculpt an object so all of its sides create a good view. Create symbols to represent students or their interests Use size relationships to show depth.	Cover the surface of the paper from edge to edge to make a complete scene. Create art using complimentary colors. Discuss why and how artists used emphasis.
<b>4</b>	Practice observing and making art that includes more and more precise details as the school year progresses. Make foreground objects different one from another with contrasts of value, color, and/or texture. Create art based on unusual points of view. Shade with one light source in an artwork.	Repeat shapes, colors, and/or objects to lead the eye through a work of art. Emphasize an object by making it contrast with its surroundings. Discuss how the elements and principles help artists express their ideas. Discuss how mood is created in artworks.
<b>5</b>	Create scenes with distinct foregrounds, middle-grounds, and backgrounds. Add lines that travel along the surface of objects to show their direction and form. Employ the elements and principles of art to express an idea or an event important to the students. Create an abstract work of art. Imitate the surface textures of objects.	Compare parts of an object to the whole to improve their skill in displaying proportion in works of art. Balance works of art by evenly distributing elements on either side of its center. Identify and discuss realism and abstraction.
<b>6</b>	Express a variety of moods by controlling the overall value of a work of art. Create more realistic cast shadows and shading. Create an illusion of depth by applying the rules of linear perspective and aerial perspective. Prepare and organize steps and materials to create art.	Observe and learn how artists have used the horizon line as the eye-line. Learn the three properties of color and some basic color relationships. Discuss how social conditions; politics, available technologies and other contextual forces may have influenced important artworks.